

Jennie Moore Elementary

1256 Hamlin Road
Mt. Pleasant, SC 29466

Grades	PK-5 Elementary School	
Enrollment	612 Students	
Principal	Karen Felder	843-849-2815
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	29	5	0	1

IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Excellent	Yes

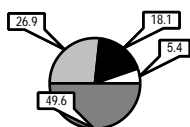
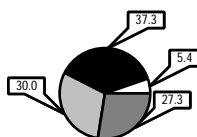
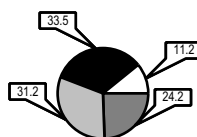
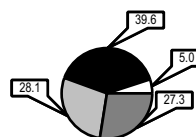
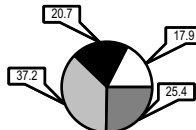
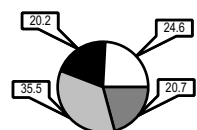
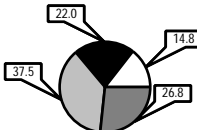
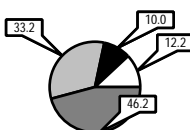
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	270	97.8	3.5	27.2	50.8	18.5	78.3	Yes	Yes
Gender									
Male	144	97.9	4.5	27.6	54.5	13.4	76.9	N/A	N/A
Female	126	97.6	2.5	26.7	46.7	24.2	80.0	N/A	N/A
Racial/Ethnic Group									
White	178	98.3	1.8	18.8	55.2	24.2	86.1	Yes	Yes
African American	80	96.3	6.5	49.4	40.3	3.9	59.7	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	242	100.0	2.6	26.9	52.1	18.4	79.5	N/A	N/A
Disabled	28	78.6	15.0	30.0	35.0	20.0	65.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	97.8	3.5	27.2	50.8	18.5	78.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	97.8	3.2	27.5	50.6	18.7	78.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	81	93.8	6.8	54.1	39.2	0.0	54.1	Yes	Yes
Full-pay meals	189	99.5	2.2	16.1	55.6	26.1	88.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	270	97.8	3.5	30.3	28.0	38.2	79.1	Yes	Yes
Gender									
Male	144	97.9	3.7	27.6	26.9	41.8	81.3	N/A	N/A
Female	126	97.6	3.3	33.3	29.2	34.2	76.7	N/A	N/A
Racial/Ethnic Group									
White	178	98.3	0.6	24.2	27.9	47.3	86.1	Yes	Yes
African American	80	96.3	9.1	46.8	28.6	15.6	63.6	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	242	100.0	3.0	29.5	27.4	40.2	80.8	N/A	N/A
Disabled	28	78.6	10.0	40.0	35.0	15.0	60.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	97.8	3.5	30.3	28.0	38.2	79.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	97.8	3.2	30.7	27.9	38.2	79.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	81	93.8	9.5	48.6	24.3	17.6	62.2	Yes	Yes
Full-pay meals	189	99.5	1.1	22.8	29.4	46.7	86.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	270	100.0	11.2	31.2	24.2	33.5	57.7
Gender							
Male	144	100.0	10.2	30.7	21.2	38.0	59.1
Female	126	100.0	12.2	31.7	27.6	28.5	56.1
Racial/Ethnic Group							
White	178	100.0	3.6	24.4	27.4	44.6	72.0
African American	80	100.0	27.5	46.3	17.5	8.8	26.3
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	242	100.0	8.1	32.1	25.2	34.6	59.8
Disabled	28	100.0	38.5	23.1	15.4	23.1	38.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	100.0	11.2	31.2	24.2	33.5	57.7
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	10.9	31.1	24.5	33.5	58.0
Socio-Economic Status							
Subsidized meals	81	100.0	27.8	48.1	13.9	10.1	24.1
Full-pay meals	189	100.0	3.9	23.8	28.7	43.6	72.4

Social Studies							
All Students	270	100.0	5.0	28.1	27.3	39.6	66.9
Gender							
Male	144	100.0	5.8	26.3	25.5	42.3	67.9
Female	126	100.0	4.1	30.1	29.3	36.6	65.9
Racial/Ethnic Group							
White	178	100.0	1.2	23.8	26.2	48.8	75.0
African American	80	100.0	12.5	40.0	30.0	17.5	47.5
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	242	100.0	3.8	26.1	29.9	40.2	70.1
Disabled	28	100.0	15.4	46.2	3.8	34.6	38.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	100.0	5.0	28.1	27.3	39.6	66.9
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	5.1	28.0	27.2	39.7	66.9
Socio-Economic Status							
Subsidized meals	81	100.0	11.4	46.8	29.1	12.7	41.8
Full-pay meals	189	100.0	2.2	19.9	26.5	51.4	77.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	101	100.0	5.2	20.6	53.6	20.6	74.2
	4	88	100.0	10.2	34.1	48.9	6.8	55.7
	5	90	100.0	12.8	39.5	39.5	8.1	47.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	100.0	4.2	16.7	52.8	26.4	79.2
	4	106	98.1	2.0	29.4	49.0	19.6	68.6
	5	91	95.6	5.0	33.8	51.3	10.0	61.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	101	100.0	5.2	39.2	28.9	26.8	55.7
	4	88	98.9	12.6	21.8	29.9	35.6	65.5
	5	90	100.0	12.8	34.9	27.9	24.4	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	100.0	4.2	34.7	37.5	23.6	61.1
	4	106	98.1	3.9	24.5	30.4	41.2	71.6
	5	91	95.6	2.5	33.8	16.3	47.5	63.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	101	100.0	18.6	29.9	41.2	10.3	51.5
	4	88	100.0	23.9	22.7	26.1	27.3	53.4
	5	90	100.0	25.6	22.1	18.6	33.7	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	100.0	11.1	27.8	36.1	25.0	61.1
	4	106	100.0	12.5	23.1	26.0	38.5	64.4
	5	91	100.0	9.5	44.0	11.9	34.5	46.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	101	100.0	7.2	38.1	28.9	25.8	54.6
	4	88	100.0	9.1	15.9	28.4	46.6	75.0
	5	90	100.0	10.5	34.9	25.6	29.1	54.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	73	100.0	5.6	20.8	27.8	45.8	73.6
	4	106	100.0	1.9	24.0	32.7	41.3	74.0
	5	91	100.0	8.3	39.3	20.2	32.1	52.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 612)				
First graders who attended full-day kindergarten	100.0%	Up from 96.7%	100.0%	100.0%
Retention rate	2.8%	Up from 0.5%	1.8%	2.8%
Attendance rate	96.6%	No change	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Down from 2.9%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 2.5%	0.3%	0.0%
Eligible for gifted and talented	28.0%	Down from 29.0%	20.1%	10.4%
On academic plans	18.8%	N/AV	22.3%	33.6%
On academic probation	6.7%	N/AV	1.0%	1.0%
With disabilities other than speech	3.1%	Down from 5.2%	6.3%	7.5%
Older than usual for grade	0.9%	Down from 1.5%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	72.1%	Up from 68.2%	56.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.8%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 89.9%	89.5%	87.3%
Teacher attendance rate	94.2%	Down from 94.7%	95.4%	94.9%
Average teacher salary	\$44,031	Up 2.8%	\$43,323	\$42,485
Prof. development days/teacher	14.6 days	No change	11.6 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.5 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.5%	Down from 90.8%	91.0%	89.7%
Dollars spent per pupil*	\$6,395	Up 11.2%	\$5,961	\$6,557
Percent of expenditures for teacher salaries*	70.6%	Down from 73.8%	66.2%	64.0%
Percent of expenditures for instruction*	73.9%		71.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jennie Moore Elementary School is the magnet school for Arts, Foreign Language, and Technology in the East Cooper district. With our arts infusion program, instruction is based on the South Carolina State Standards, and learning is integrated across all areas of the curriculum using the arts. The arts program provides an opportunity for all children to learn and develop their creativity through Art, Music, Physical Education, Drama, Technology, and Spanish.

Based on our 2005 School Report Card, Jennie Moore was named a Palmetto Gold Award Winning School by the State Department of Education for the second straight year. Jennie Moore received the honor of being chosen by the State Department of Education as the elementary showcase school for the state of South Carolina.

The Charleston Plan for Excellence forms the foundation for our instruction. All faculty and staff are committed to using the coherent curriculum to implement the South Carolina Standards for every grade level. The results of the MAP assessments and other data are continuously analyzed so that our instruction can meet the needs of our learners and foster growth in our students.

So many people play a crucial role in helping us motivate our children and in helping the school meet and exceed our goals. We are fortunate to have outstanding faculty and staff members who dedicate themselves to nurturing the many talented students we have at Jennie Moore. In addition, we have a very active and involved group of parents, friends, and business partners who work with us and support Jennie Moore's initiatives.

Karen Felder, Principal
Wendy Kopp, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	85	50
Percent satisfied with learning environment	97.8%	85.7%	91.8%
Percent satisfied with social and physical environment	100.0%	85.4%	86.0%
Percent satisfied with school-home relations	100.0%	90.5%	96.0%

*Only students at the highest elementary school grade level at this school and their parents were included.